

EAQUALS SELF-HELP GUIDE 4:

PRACTICAL (h)ELP

THE EAQUALS-ALTE
EUROPEAN LANGUAGE PORTFOLIO:
A MANUAL FOR SCHOOLS AND TEACHERS

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INTRODUCTORY NOTES

The main aim of this Self-help Guide is to assist schools and institutions using or introducing the EAQUALS-ALTE European Language Portfolio (ELP) to motivate their staff and students in order to obtain the maximum benefit from this important resource.

The Self-help Guide is designed to be used by management teams and teachers working on their own or with the guidance of an EAQUALS consultant. Where teams are working on their own, it is advisable that a 'coordinator' should be appointed to prepare the sequence of meetings/workshop sessions with teachers, and to facilitate preparation and follow-up work, as well as the actual running of the meetings.

Although the Guide is arranged sequentially, each of the two main Sections can be used independently. The detailed contents of each are described on pages 5 and 29 respectively. In addition, three 'pathways' are suggested on p 4. EAQUALS and the author welcome feedback on the content and organization of this material.

Most of the ideas in this manual are a result of 5 years of working with the EAQUALS-ALTE ELP with staff and learners at the British School of Trieste in Italy. Peter Brown, the director of the school and Founder Chair of EAQUALS has been involved with the EAQUALS-ALTE ELP and e-ELP projects from their outset: many of the ideas included here came from him and Vicki Holder, who introduced and supervised ELP activities, and who was instrumental in launching the ELP in the school. I am very grateful to both Peter and Vicki for their invaluable help and guidance in this project, and to our colleagues and learners. I am also indebted to those EAQUALS colleagues who have provided invaluable feedback on the pilot version of this Guide.

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GENERAL INTRODUCTION TO THE EUROPEAN LANGUAGE PORTFOLIO AND THE USE OF THIS SELF-HELP GUIDE

What is the European Language Portfolio?

The European Language Portfolio or ELP is a Council of Europe (CoE) initiative that started in 1991. It is intended (amongst other things) to be the public manifestation of the Common European Framework of Reference for Languages (CEFR), a reference tool that was developed by the CoE's Language Policy Division. The official CoE description of the ELP is as:

"a means of documenting and presenting skills and intercultural experiences in different languages, whether acquired at school or outside;

"a companion to learning, giving learners the means to assess their own language knowledge, to reflect on their language learning and intercultural experiences and to plan their future learning experiences".

In fact, the implicit goals of the ELP reach far wider and deeper than this. Indeed, the ELP's aims are intrinsically linked to those of the Council of Europe, since it aims to promote the following:

- plurilingualism and pluriculturalism
- mobility within Europe
- giving value to cultural and linguistic diversity – especially where minority languages are concerned
- autonomous learning
- self-assessment and awareness
- lifelong language learning

All the aforementioned aims are intimately connected with the learning of other languages, but very often they are often not brought into the language classroom or language learning at all.

The ELP aims to change that, and to provide learners with a document that gives value to any language that they have knowledge of at any level - not only the one they happen to be learning – and all intercultural experiences that they may have had, ranging from giving directions in another language to working and living in other countries.

What does the ELP contain?

There are many different types of ELP. However, in order for the ELP to be validated by the Council of Europe, an ELP must have three parts: a Language Passport, a Language Biography and a Dossier. Each validated ELP must be based on the 6 levels of the CEFR, going from A1-C2 and include the 'can-do statements' that make up part of the CEFR. It must include some form of self-assessment and should have room to record ability in many different languages.

And the EAQUALS-ALTE printed and electronic versions?

The EAQUALS-ALTE version of the ELP (<http://www.eaquals.org/about/portfolio.asp>) is for adult and younger learners aged 15 and over. As yet, it is the only international version to have been produced primarily for adult learners, since the majority of ELPs are regional or national. It is available in a wide variety of languages and it is the only ELP that is available both in a paper or electronic version, which can be downloaded by learners free of charge at www.eelp.org.

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Why should I use the ELP?

The ELP is a useful tool for all of the reasons mentioned above. It aims to bring more independence to language learning, helping learners to assess their own abilities and to set priorities. It gives value to all cultures and languages and encourages acceptance of difference. All these factors take language learning and teaching beyond the walls of the classroom and into the outside world – where most learners will be using their language skills in real-life contexts.

How should this Self-help Guide be used?

The Manual is divided into two parts: a teacher training section and a learner training section. Both sections are intended for use in a classroom setting and to help schools and teachers start using the ELP.

Although the Manual itself and many examples are in English, the activities can be used with adaptation by schools teaching any language or several languages.

Navigating Practical (h)ELP

You can use the Manual in three ways:

First Pathway	Second Pathway	Third Pathway
<p>In depth: in order to understand the ELP and its aims more clearly</p>	<p>For teacher training: ideas for training sessions</p>	<p>At-a-glance lessons for teachers using the ELP with learners:</p>
<p>If you are planning to introduce the ELP to your teachers and learners, <u>it is important to read the manual from beginning to end, including the introductions to each section.</u></p> <p>This is because there are some things that you need to know before you use the ELP for the first time.</p>	<p>If you are already familiar with the ELP, you could try the teacher training activities that start on <u>page 6.</u></p> <p><u>Don't miss out the teacher self-assessment activity,</u> as it puts the ELP into context.</p> <p>There are photo-copiable activities for teacher training sessions that are explained in the guide to workshop activities on <u>page 8.</u></p>	<p>If you need a quick lesson idea for using the ELP with your learners, go to the learner training section that starts on <u>page 29</u></p> <p><u>It is very important to do the self-assessment lesson.</u> There is a lesson plan and photocopiable activities to help you with this on <u>pages 35-36.</u></p> <p>Other activities are introduced in the guide to worksheets on <u>page 38.</u></p>

Where can I find out more?

There is a bibliography and suggested reading list on page 54.

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SECTION 1
TEACHER ORIENTATION AND TEACHER TRAINING

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SECTION 1 TEACHER ORIENTATION AND TEACHER TRAINING

Introduction and Practicalities

In order to with the European Language Portfolio (ELP) successfully, the first and most important step is to introduce it to teachers and staff in the school. Some learners may already know or have heard about the ELP since versions of it are being used in many state school and university systems across Europe. Nevertheless, it is the teachers' role to take the ELP into the classroom and to present it in such a way that learners are motivated enough to find out more about it and use it effectively.

An important point for schools that are considering using the ELP is that, because the ELP is so closely connected with the CEFR, **school management needs to be familiar with the CEFR and its aims and a school's courses should be in line with the CEFR prior to embarking on any kind of work with the ELP.** (Please see the EAQUALS CEFR Reference and Guidance sheets and the CEFR Standardisation pack for CEFR training activities.)

The ELP is not a 'stand-alone' document and for first-time users (both teachers and learners), its lists of can-do statements and grids in different languages can seem daunting. Teachers need to familiarise themselves with the language used in the CEFR and some of the worksheets in this section have been developed with this in mind.

A good introduction and implementation policy can help for the first months and years of ELP use. One option for dealing with this is to first use the ELP with a small 'pilot' group of teachers, whose feedback and experiences can shape policy for introduction school-wide. In this section, together with training notes, you can find suggestions about how to set up a pilot project, guidelines on how to fit the ELP in with what already goes on in your school, advice regarding frequency of use, and some samples of feedback questionnaires for use with teachers that can help to shape your school's ELP policy.

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ELP practicalities: Some considerations before you get started

Setting up an ELP pilot group

ELP piloting on a small scale can help you decide how you are going to deal with the document with larger numbers of learners. When embarking on an ELP pilot project, the following need to be taken into consideration:

1. Select a small group of teachers that are interested and able to carry the project forward and eventually spread their knowledge to other teachers and learners.
2. Use the ELP with selected classes/groups/individuals that span levels, ages, and where applicable, nationalities - ranging in age and level from A2 to C2, young adults (15+) to adults.
3. When selecting pilot groups, try to get a good mix of occupations and interests. They don't all need to be dedicated language learners.
4. Decide how long you will run the pilot project for: suggest a minimum of 2 months to a maximum 9 months.
5. Decide how often pilot group teachers are going to meet to give brief feedback.
6. Use your feedback to help decide how often you will use ELP, what is needed in terms of teacher training and how you could develop appropriate materials.

Suggestions regarding frequency of use

How often you use the ELP depends on the type of environment you are going to be using it in. Your first 'ELP lesson' (see page 25) could come relatively soon after the beginning of the course, and be followed up immediately afterwards. The frequency of use after that depends on your learners, the time available and the flexibility of the course. However, it is desirable to make reference to the ELP throughout your course.

Here are some suggestions:

- Short Intensive Courses: once at the beginning with follow up, and updates twice in the middle and once at the end – with constant reference to the ELP in other lessons.
- Year Long Courses (80 hours): Once at the beginning and then an update once every month, with constant reference. Realistically, you may only actually do explicit ELP activities once a term.

It is important for learners to keep updating their ELP regularly. The ELP is a companion to learning that should follow a learner as she/he progresses. It is the teacher's job to show him/her how to do this (see section 2).

Monitoring and gathering feedback

Teachers' ELP activities should be monitored, both in order to support the teachers involved, and to monitor ELP use with learners. There are examples of feedback forms at the end of this section that will help you to get feedback that is easy to collate; alternatively, gathering informal feedback during training sessions can also be useful. It is important to take this feedback into consideration and act upon it in order to keep up momentum with the ELP implementation process.

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ELP teacher training workshops: Guide to activities

NB: Participants need their own copy of the ELP or to be able to use the e-ELP online for these activities

Worksheet reference	Activity	Details and recommended use
T1 page 6	Spread the Word: An introduction to the EAQUALS-ALTE ELP Teacher Information sheet	'Spread the Word' is intended for newcomers to the ELP or eELP. It can be given to teachers when they look at the ELP for the first time. Give this to a new member of staff that is joining the teaching or administration team. It should answer the most immediate questions regarding the ELP.
T2 a&b pages 7-8	Do you speak ELP? Questions and info finder. Teacher training workshop or self-teach.	This is a worksheet for use in the first ELP training session, with a paper copy (or photocopies) of the ELP or eELP available for teachers 1) Hand out the questions (p6) 2) Teachers read through the questions and reflect individually, then discuss possible answers in twos or threes or find them in the ELP. 3) Feedback with another group or in open group 4) Hand out info sheet to provide full answers (p7). Teachers either read during the meeting or at home. 5) Remind teachers that you will be looking at this in greater detail, or move to the self-assessment section.
T3a&b pages 11-12	A Learner and Learning-focused classroom	This is a worksheet that could be used in teacher training before turning to the Passport Self-Assessment grid activity for teachers. It deals with creating the right classroom atmosphere for self-assessment to take place. There are suggested responses on sheet b.
T4a & b pages 14-15	Passport Self-Assessment Grid: teacher activity	This is similar to the learner activity of the same name (section 2 pg 29-30), but has fewer stages. <u>Materials:</u> Blank (or partially completed) self-assessment grid - enlarged to A3 size if possible. Enough for one between three. Chopped-up can-do level descriptors made into cards that teachers can use to complete the grid. Examples of the completed grid (either in the passport or

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	<p>Passport Self-Assessment Grid: teacher activity (contd)</p>	<p>photocopied).</p> <p><u>Stages:</u></p> <p>1) The trainer explains that no two people are the same as far as language learning is concerned. An 'effective language learner' needs to be aware of what she/he needs, where she/he is going and what she/he wants to improve. The ELP can help raise the learner's and teacher's awareness of this.</p> <p>2) Hand out one blank Passport Self-Assessment (SA) Grid to groups of three (3a p10). Then give each group a pack of 'can do level descriptors' cards for the missing squares (3b p11 chopped up).</p> <p>3) Work in pairs or groups of three to discuss which descriptors are at a higher or lower level, placing the descriptor card at what they think is the most appropriate level – encourage discussion and questions at this stage.</p> <p>4) Teachers turn to the SA grid in Passport (or photocopies of 3b complete) to check their results with the completed grid. Feed back any discussion points or queries.</p> <p>5) Looking at the completed SA grid, teachers choose a language that they speak or have studied, and assess themselves in that language for all 5 skills, without worrying about how high or low levels may be. Complete a blank Language Learning Profile.</p> <p>6) Discuss findings and feedback about how they felt the task went, how it could be useful for learners, and any doubts or queries.</p>
<p>T5a&b pages 17-18</p>	<p>What skill and level is this? Familiarisation with can-do statements taken from the Language Biography</p>	<p><u>Aim:</u></p> <ul style="list-style-type: none"> • To familiarise teachers with skills and can-do statements taken from the Language Biography. • To generate ideas for activities based on these statements or make links to coursebook activities • <p><u>Materials:</u> Can-do statements worksheet (3.5a) cut into strips – one between two</p> <p>Completed table with statements, skill, level and space for notes (3.5b)</p> <p><u>Stages:</u> 1) Hand out a set of can-do strips to each pair of teachers. Teachers work together to decide the skill that is being described and try to place it at the right level, discussing why they think this is the case.</p> <p>2) Feed back and check with completed table; then discuss and complete notes to think of class activities that could exemplify the statement.</p>

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	<p>Familiarisation with can-do statements taken from the Language Biography (cont.)</p>	<p>Optional: Follow this up with examples of lesson activities that could be used to practise the skill or function: maybe match some statements with activities already tried or taken from coursebooks.</p>
<p>T6a&b pages 19-20</p>	<p>What should a learner be able to write when? Focus on can-do statements for a particular skill</p>	<p><u>Aim</u>: to focus on a particular skill – in this case writing, look at Biography can-do statements for writing, ascertain levels, and think of activities to produce written work for the Dossier.</p> <p><u>Materials</u>: Writing can-do worksheet (3.6a) empty and, if necessary, completed (3.6b) or ELPs for reference</p> <p><u>Stages</u>: 1) Hand out worksheet 3.6a to pairs of teachers. Ask them to decide what level each one is at. NB Here you could also match the statement to an ALTE exam, where relevant.</p> <p>2) Feed back answers, discuss (sometimes divisions between C1 and C2 are not so clear), and think of activities you could do in class to practise this skill. You could also match them to some of the writing activities from Section 2 in this guide, or from coursebooks.</p> <p>3) Teachers should then take this into their ELP lessons; different teachers practise the same skill (but at a different level) and report back on how the activity went.</p>

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Teacher's Pre-training task information sheet

WORKSHEET T1

Spread the Word:

A teacher's introduction to the European Language Portfolio

What exactly is the ELP?

The European Language Portfolio is a Council of Europe initiative and has two main functions:

- a reporting function: demonstrating the users' ability in another language
- a learning function: helping the learner to reflect on what they know and what they would like to know in another language

There are many validated versions of the ELP across Europe. The EAQUALS-ALTE version is for adult learners (aged 15+). It was validated in 2000 and is designed to be pan-European: it has been translated into many different languages and the original paper version contains four languages: English, French, Italian and German.

Why is it relevant to me?

Because you teach language, the ELP is extremely relevant. Your learners can use it to assess their own developing competence in the languages they are learning, to record the courses and examinations they take, and ultimately to provide evidence to future employers or admissions departments at universities and colleges. However, learners need guidance when using their ELP - introducing it and making its aims and use clear from the outset is important. That means that you need to familiarise yourself with the ELP before you use it with your learners.

What's in it?

The components which make up the ELP and the eELP are:

- **The Language Passport**
This is a document that provides a permanent overview of an individual's ability (or level of competence) in every language they speak. In the electronic version, it is possible to create a PDF of the Self-Assessment Grid in the Passport. This can be printed off combined with the Europass Language CV.
- **The Language Biography**
Here, learners can reflect and report on their language learning aims and abilities in more detail using the CEFR can do statements. They can also record their language learning and intercultural experiences.
- **The Dossier**
Like an artist's portfolio, the learner can use the Dossier to display examples of their work and formal certification. In the eELP, it is also possible to save video and audio clips and word documents to the Dossier section.

How can I start using it?

The best way to start using it is by trying it out for yourself. Think about your abilities in other foreign languages that you speak; even the most basic knowledge is relevant. Go to the self-assessment grid in the Passport and reflect about your ability for each of the 5 skills: Reading, Writing, Listening, Spoken interaction (dialogue) and Spoken Production (monologue). What would you like to be able to do with this language? How could this be useful for your learners?

Where can I learn more?

For further background information on the EAQUALS-ALTE ELP (06.2000) go to www.eaquals.org and click on European Language Portfolio. The electronic version is available free-of-charge at www.eelp.org.

You can also find general information at the Council of Europe's website: www.coe.int/portfolio

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Teacher training workshop CEFR/ELP introduction

WORKSHEET T2a

Do you speak ELP?

Look at the following questions and try to answer them on your own or in pairs. For the ones you are not sure about, have a guess. Then exchange ideas with another group. There is an information sheet for you to check your answers afterwards.

1. a) What do the initials CEFR stand for?
b) What is the function of the CEFR?
2. a) You have probably heard of the *Council of Europe Common Reference Levels*. How many levels are there and what are they called?
b) How are these levels different from those commonly used in language teaching until recently?
3. The exit points of which band levels relate to the following University of Cambridge exams in English?
 - i) KET (Key English Test)
 - ii) PET (Preliminary English Test)
 - iii) FCE (First Certificate in English)
 - iv) CAE (Certificate in Advanced English)
 - v) CPE (Certificate of Proficiency in English)
 - vi) BEC Vantage
 - vii) IELTS 6.5
4. What is the connection between the Council of Europe and the European Language Portfolio (ELP)?
5. The EAQUALS-ALTE ELP/eELP is for adult learners. From what age is 'adult' intended?
6. a) How many sections are there in any validated ELP?
b) What is each section called?
7. The ELP has 2 main functions. What are they?
7. The ELP reports 5 skills using can-do statements. What are the 5 skills?
8. What is the difference between a level descriptor and a can-do statement?
9. What is the main difference between ELP assessment and other, more formal assessment?

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Teacher training worksheet – answers

WORKSHEET T2b

Do you speak ELP? Info-finder

The extracts below are taken from various publications about the CEFR and ELP. They provide the answers to the questions posed in the 'Do you speak ELP?' worksheet.

You can check your answers using this and find out other relevant ELP information.

If you would like to find out more, consult the sources mentioned at the end of each paragraph.

i) *"The full title of the CEF is 'The Common European Framework of Reference for Languages – Learning, Teaching, Assessment'. The key words in this are unfortunately the two which are often left out: of reference. (...) The contents of the Framework are therefore designed principally to act as a frame of reference in terms of which different qualifications can be described, different language learning objectives can be identified and the basis of different achievement standards can be set out."*

(Keith Morrow: "Background to the CEF" in Keith Morrow (ed) 2004. *Insights from the Common European Framework*. Oxford University Press)

ii) *"At the heart of the CEF are the Common Reference Levels – the global scale. This is a broad description of what a user of a language can 'do' at six different levels of performance ranging from 'basic' (A1-A2) through 'independent (B1-B2) to 'proficient' (C1-C2). They function as a reference point both for descriptions of levels/achievement, and for definitions of objectives. They give a peg on which to hang labels such as 'pre-intermediate' 'university level', or 'year 3', and they allow us to specify what we want our learners to do at a certain level."* (Morrow 2004)

iii) The following section gives an example of how CEFR levels match with external exams, in this case for English. Other formal language qualifications in different languages are also matched in this way. For more information visit http://www.alte.org/can_do/framework/table.php or look in the ELP Language Passport www.eELP.org

Language	A1	A2	B1	B2	C1	C2
English		Key English Test (KET)	Preliminary English Test (PET)	First Certificate in English (FCE)	Certificate in Advanced English (CAE)	Certificate of Proficiency in English (CPE)

iv) *"One of (The Council of Europe's) main aims is to promote awareness of a European cultural identity and to develop mutual understanding among people of different cultures. In this context the Council of Europe is coordinating the introduction of a European Language Portfolio to support and give recognition to language learning and intercultural experiences at all levels"* **Passport section of the EAQUALS-ALTE European Language Portfolio**

v) In general, the EAQUALS-ALTE ELP has been used with adult and young adult learners aged 15 and above. Other validated ELPs have been developed for university students and younger learners.

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vi) *The European Language Portfolio consists of three parts: a Language Passport, a Language Biography and a Dossier. Guidelines on how to use each are included with each component.*

LANGUAGE PASSPORT: An updateable overview of your experience in and ability with different languages. It records formal qualifications and diplomas, and self-assessments.

LANGUAGE BIOGRAPHY: A record of your personal language learning history which helps you to evaluate your learning objectives, and reflect on your language learning and inter-cultural experiences.

DOSSIER: A collection of pieces of work and certificates chosen by you to document and illustrate your language skills, experiences and achievements

www.eaquals.org

vii) *"...every ELP has the double function of a learning tool [a pedagogical function] and a reporting and documentation tool"* **Peter Lenz 'The European Language Portfolio' (in Morrow et al. Oxford 2004)**

viii) *"The skills referred to in the language passport are UNDERSTANDING (LISTENING and READING), SPEAKING (SPOKEN INTERACTION and SPOKEN PRODUCTION), and WRITING"* **David Little and Radka Perclova 2001 'ELP Guide for Teachers and Teacher Trainers' (Council of Europe, Strasbourg)**

ix) The passport contains a 'self-assessment' grid which displays the global scales. These are positive descriptors of what a learner can typically 'do' at that level. Each of these descriptors is then broken down in the Language Biography in a list of can-do statements: more specific statements of ability divided into skills.

x) Because the ELP is the property of the learner, self-assessment is at its heart. Using the self-assessment grid and selecting what she/he would like to be able to do with a language, the language learner takes responsibility for the direction of his or her learning. This is a very different approach to formal assessment, which often takes its form in grades, test results and exams. Formal assessment is a useful certification of where a learner is in his studies, but only self-assessment is able to give the three dimensionality of: Where have I been? Where am I now? And where would I like to go? The ELP addresses all these aspects of language learning.

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A Teacher's introduction to Self-Assessment: the key to the ELP

Self-Assessment plays a vital role at all stages of ELP training and use.

As we have mentioned elsewhere, the ELP is the property of its owner, and its owner ultimately determines what should be included in the Passport, Biography and Dossier. The Language Passport Self Assessment grid and intercultural and biographical pages all depend on the learner reflecting and assessing his or her own abilities and experiences. This is often easier said than done. Teachers cannot expect learners to know automatically the processes required to begin completing their portfolios – effective learner training is essential in this regard (see section 2).

The concept of self-assessment is not always an easy one to grasp, since 'traditional' learning structures put evaluation, assessment and mark-giving very much in the hands of the teacher or external bodies. Often, learners see it as the teacher's 'job' to decide the directions and outcome of a given course of study. This is understandable, but a 'pass or fail' attitude to learning, where the teacher "calls all the shots", can have the effect of discouraging the learner from taking responsibility for his or her own learning. When teachers foster a positive classroom environment that is aimed at achieving goals that have been at least partly set by the learners themselves as a result of self-assessment, the effects on teaching and learning are positive and far-reaching.

There is nothing more demotivating for a learner than the implication that she/he has 'failed' at something. With ELP self-assessment activities, the abstract concepts of 'pass' and 'fail' are replaced by positive "can do" statements – something that a learner can understand, aspire to, work towards and achieve to a greater or lesser extent. This way of thinking permeates the ELP. Indeed, as David Little and Radka Perclova' state in their teacher's guide:

"When learners assess themselves in the passport component, they are engaging in a form of summative assessment: a statement of their proficiency at a particular point in their lives. On the other hand, the self-assessment that runs through the biography component and keeps the contents of the dossier under critical review has a formative function; and it is so thoroughly integrated with the pedagogical purpose of the ELP that it is as much a habit of mind as an activity."
(Little and Perclova: 'The European Language Portfolio: a guide for teachers and teacher trainers')

Self-assessment in this context can sit happily beside more formal assessment. In the Passport and Dossier sections of the EAQUALS-ALTE ELP, there are sections for courses of study followed, sections for formal qualifications and the possibility to include examination certificates or other documented forms of external evaluation. Any inconsistencies between self- and formal assessment can be overcome by providing the learner with situations where they can verify their assessment, developing lessons based on can-do statements as we will see later on in this section.

If we start from the idea that self-assessment is the key to more motivated and reflective learners, then it follows that it can also help teachers. As part of their ELP training, it is essential that teachers do the same self-assessment tasks that they ask their learners to do. A method for carrying out this activity in the context of a teacher training workshop is described in the following section. In this way, teachers can understand what they are asking of their learners by 'putting themselves in their learners' shoes'.

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Teacher Training for Self-Assessment: warm up task

WORKSHEET T3a

ELP Teacher Training Activity **Put yourself in your learners' shoes: starting with self-assessment**

A learner- and learning-focused classroom

Instructions: Look at the following statements and tick those that you think are true of a learner- and learning-focused classroom. Then in pairs, discuss your opinions about the statements: do these things happen in your lessons?

Which of the following things are true of a communicative, learner- and learning-focused classroom?

- Sharing learning objectives with learners at the beginning of the lesson – *e.g. Today we're going to practise language for sequencing a text and find out more about the life of Van Gogh*
- Doing exercises individually and afterwards checking in class with the teacher to see if they are right or wrong.
- Planning and encouragement of reflection about what you have achieved in a lesson - *e.g. Now you have the tools to be able to sequence a text and can apply it to other situations – tick this can-do statement off in your Biography.*
- Striving to build a positive climate where failure is not a concept.
- Incorporating discussions about setting learning targets.
- Following the order of the book and getting through the work in it.
- Building self-awareness in learners so that they are stimulated to achieve but within reasonable boundaries.
- Copying structure from the board to exercise books with no realistic practice activities.
- Putting yourself in the learners' shoes to see things from their point of view.

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Teacher Training self assessment warm-up answers

WORKSHEET T3b

A Learner and Learning Focused Classroom:

Discussion and relevance to ELP

What follows is a discussion of why some of these statements are relevant to self-assessment and ELP themes

- Sharing learning objectives with learners at the beginning of the lesson – *e.g. Today we're going to practice language for sequencing a text and find out more about the life of Van Gogh*

If teachers share the learning objectives of a lesson with learners from its outset, the learners are aware of where they are going, what they are doing and why. They become more aware and active participants in the learning process. One way to achieve this is by making reference to can-do statements in the Language Biography as mentioned above.

- Doing exercises individually and afterwards checking in class with the teacher to see if they are right or wrong.

Although this happens, and our text books often require it, mechanically going through exercises and answers doesn't really prepare learners for real-life language situations, and isn't really proof of whether a learner 'can-do' a certain task.

- Planning and encouragement of reflection about what you have achieved in a lesson - *e.g. Now you have the tools to be able to sequence a text and can apply it to other situations – tick this can-do statement off in your Biography [A2 Writing: I can use the most important connecting words to indicate the chronological order of events (first, then, after)]*

As we state our aims at the beginning of a lesson, it is satisfying for learners to state their achievements at the end. They can do this by ticking off the can-do statement in the biography, or by discussing how they felt they coped with the activity, the things they enjoyed, felt less comfortable about etc. This need only take a couple of minutes, but allows the learner to give feedback that a teacher can work with to gear lessons more closely to learners' needs.

- Striving to build a positive climate where failure is not a concept

This is a key aim of the ELP. Learning a language is not about passing or failing, but about things you can do to a greater or lesser extent. The ELP's positive 'I can do' or 'I would like to be able to do' statements are aimed at eliminating the demotivating concept of failure.

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- Incorporating discussions about setting learning targets

Encouraging learners to think about what they would like or need to be able to do (for work, travel, everyday needs etc) and reporting this in class is useful for teachers to be able to plan a meaningful and relevant course of study. One way of doing this is by looking at the can-do statements for each of the 5 skills in the Biography with learners.

- Following the order of the book and getting through the work in it, taking into consideration the learner's needs

An ideal situation, that is sometimes hard to achieve, would be to work 'creatively' with a course book, selecting sections and an order that meets the needs of our learners and including other materials that teachers or learners have selected that will help learners achieve their learning targets.

- Building self-awareness in learners so that they are stimulated to achieve but within reasonable boundaries

If we can encourage our learners to be ambitious and also raise their awareness of their strengths and weaknesses, we can get over a fear of failure or disappointment and encourage a real sense of achievement in a lesson. A step towards this attitude can be made by encouraging learners to self-assess using the Passport self-assessment activity, and to regularly update their ELPs.

- Copying structure from the board to exercise books with no realistic practice activities

If a learner can't see why he or she is doing something, or connect it to a real-life situation, then they may eventually 'switch off'. Can-do statements help to put language into context.

- Putting yourself in the learners' shoes: see things from their point of view

If we take a moment to think about how we would feel in our own lesson, it can help us to plan and teach effectively. Are lessons going somewhere with a clear and relevant purpose? Are they taking the learners into account? Do they stimulate the learner to achieve and move forward?

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WORKSHEET T4a

EUROPEAN LEVELS - SELF ASSESSMENT GRID

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening						
	Reading						
S P E A K I N G	Spoken Interaction						
	Spoken Production						
W R I T I N G	Writing						

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WORKSHEET T4B

EUROPEAN LEVELS - SELF ASSESSMENT GRID

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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Follow-up ELP training and monitoring for teachers: Suggestions for tasks and workshop activities

Regular teacher training, where ELP ideas and themes are introduced and revised (intercultural issues, self-assessment and so on), is essential to ensure that the ELP is being taken into the classroom regularly.

In 'extensive course' schools that work on the basis of an academic year, ELP training could take place once a term – this need only take 10 or 15 minutes, maybe together with other forms of continuous professional development. Training sessions could also be backed up with updated news regarding the ELP or eELP, worksheets and ideas being exchanged and developed and regular staff reminders of ELP sessions.

Here are a couple of suggestions as to how you could include the ELP in follow-up teacher training workshops.

The first activity focuses on the Language Biography, and its aim is to familiarise teachers with a selection of can-do statements. Can-do statements from the Biography are selected at random across skills and levels (you could also take a theme, as shown in Section 2) and teachers work together to discuss and decide the skill and level.

The second activity in this section also looks at the Biography but focuses on the skill of writing, then turning to activities that teachers could use with their learners to produce work for the Dossier.

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WORKSHEET T5a

Cut these can do statements into strips and ask teachers to decide what level and skill they are describing, putting them in order from A1 to C2. Then give them the answer key and look at further activities for demonstrating this statements in a lesson

I can describe where I live.

I can fill in a questionnaire with my personal details

I can understand numbers, prices and times

I can identify the main point of TV news items reporting events and accidents etc.

I can use the most important connecting words to indicate the chronological order of events (first, then, later)

I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

In private letters I can understand the parts that deal with events, feelings and wishes well enough to be able to correspond with a pen friend.

I can relate the plot of a book or film and describe my reactions.

I can understand TV documentaries, live interviews, talk shows and the majority of films in standard dialect.

I can read and understand articles and reports on current problems in which the readers express specific attitudes.

I can carry out a prepared interview, checking and confirming information, following up interesting replies.

I can, without too much effort, understand films which contain a certain amount of slang and idiomatic usage.

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What level is this? Answer key

WORKSHEET T5a

Answers to level and skill matching teacher training activity

CEFR Level	Skill or Competence		Possible activities
A1	Spoken Production	I can describe where I live.	
A1	Writing	I can fill in a questionnaire with my personal details	
A1	Reading	I can understand numbers, prices and times	
A2	Listening	I can identify the main point of TV news items reporting events and accidents etc.	
A2	Writing	I can use the most important connecting words to indicate the chronological order of events (first, then, later)	
B1	Listening	I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	
B1	Reading	In private letters I can understand the parts that deal with events, feelings and wishes well enough to be able to correspond with a pen friend.	
B1	Spoken Production	I can relate the plot of a book or film and describe my reactions.	
B2	Listening	I can understand TV documentaries, live interviews, talk shows and the majority of films in standard dialect.	
B2	Reading	I can read and understand articles and reports on current problems in which the readers express specific attitudes.	
B2	Spoken Interaction	I can carry out a prepared interview, checking and confirming information, following up interesting replies.	
C1	Listening	I can, without too much effort, understand films which contain a certain amount of slang and idiomatic usage.	
C1	Spoken Interaction	I can keep up with an animated conversation between native speakers.	

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WORKSHEET T6a

What can you write at which level? Teacher Worksheet

Take a look at the following can-do statements for **Writing** taken from the Language Biography. Please talk about what level you think this is taken from (A1, A2, B1, B2, C1, C2) and if it could also refer to something that your learners are examined on.

We're then going to look at project-linked activities you could do in the lesson to exemplify the statement.

Can do-statement	Level?	Exam?	Ideas for activities?
I can write a greeting card, for instance a birthday card			
I can write well-structured and easily readable reports and articles on complex topics			
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.			
I can select a style appropriate to the reader in mind.			
I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.			
I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.			
I can write simple connected texts on a range of topics within my field of interest and can express personal views.			
I can use the most important connecting words to indicate the chronological order of events			
I can write a simple postcard			
I can write summaries of factual texts and literary works			

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WORKSHEET T6b

What can you write at which level? (Answers with examples for Cambridge ESOL exams)

Take a look at the following can-do statements for **Writing** taken from the Language Biography. Please talk about what level you think this is taken from (A1, A2, B1, B2, C1, C2) and if it could also refer to an activity from a Cambridge exam. We will then to look at project-linked activities you could do in the lesson to exemplify the statement.

Can do-statement	Level?	Exam?	Ideas for activities?
I can write a greeting card, for instance a birthday card	A1		
I can write well-structured and easily readable reports and articles on complex topics	C2	CPE	
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.	C1	CAE	
I can select a style appropriate to the reader in mind.	C1	CAE	
I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.	A2	KET	
I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.	B1	PET	
I can write simple connected texts on a range of topics within my field of interest and can express personal views.	B1	PET	
I can use the most important connecting words to indicate the chronological order of events	A2	KET	
I can write a simple postcard	A1		
I can write summaries of factual texts and literary works	C1	CPE	

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Teacher Feedback: ELP Teacher- and Learner-Training

There are two **sample** feedback forms included in this section. They are intended to be used with teachers after their first ELP training sessions (Feedback from Teacher Training) and after the first ELP sessions in the classroom. The results from these sheets are easy to collate and can also be adapted for many other ELP activities.

It is a good idea to ask teachers to complete these as soon as possible after doing the activity so that teachers remember how things went. It is equally as important for trainers to compile feedback and respond accordingly, accepting that some of the feedback may not be positive. Very often, initial ELP sessions can be difficult for the teachers since they are sometimes asking something very new of their learners. Constructive criticism should be welcomed, and answered with constructive suggestions.

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ELP Teacher Training Feedback Form

Please complete the following questionnaire as soon as you can after the ELP training workshops. Your experiences and opinions are important to help us improve the activities and use of the ELP in the school.

General Information					Learner Information									
1. Teacher:			Date:		4. Please give a brief profile the type of courses you teach and the learners in your groups (business, ESP, young adults, mixed nationality etc.)									
2. ELP training sessions attended:														
3. Have you tried to use the ELP before? Y/N														
5. ELP workshop training activities: Please rate the activities planned for each of the ELP workshops in terms of effectiveness (1 poor – 5 very effective)														
¹Do you speak ELP: (Questions about ELP and CEF terminology and concepts)					Teacher Self-Assessment: (Using the Language Passport self-assessment grid to assess ability in one or more languages)					ELP follow-up training: (Familiarisation with levels and skills, matching can-do statements to activities)				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Should we use the activities again in the future? Do you speak ELP? and info-finder: y/n Teacher Self Assessment: y/n ELP follow-up training: y/n														
7. Do you feel you had enough specific input to be able to use the ELP with your learners?														
8. Do you feel you had enough practical input on the ELP in general?														
9. Do you have any suggestions regarding further input for teachers?														
Learner Reception:														
10. How do predict your learners will react to the following? (1 negative ...3 indifferent.... 5 positive) i) ELP: Passport ____ ii) ELP: Biography ____ iii) ELP: Dossier ____														
Final comments														
13. Do you have any further suggestions or comments for future ELP activities? please specify														

Thank you very much! Your feedback is really useful.

¹ Here give reference to ELP activities that you have done

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ELP Learner Training: feedback form for teachers

Please complete the following questionnaire as soon as you can after using ELP learner activities..
Your experiences and opinions are important to help us improve the activities and use of the ELP in the school.

General Information					Learner Information										
1. Teacher:		Date:			4. Please give a brief profile of learner motivations (e.g. personal, professional, university etc.):										
2. Levels of courses involved:															
3. Number of learners involved:															
5. ELP learner activities: Please rate the activities planned for your first ELP sessions in terms of effectiveness (1 poor – 5 very effective)															
Starting out well with the ELP: (Lead in to learner Self-assessment using blank self-assessment grids and then completion of language learning profile in Passport)					ELP follow-up: (reference to Biography and fine-tuning of level. Setting future priorities)					ELP throughout the course: (Activities based on can-do statements; ticking off statements in Biography; work for Dossier)					
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
6. Should we use the activities again in the future? Starting out well: y/n ELP follow-up: y/n Continuation activities: y/n															
7. Do you feel you had enough specific input for each of the ELP activities?															
8. Do you feel you had enough practical input on developing lessons for the ELP in general?															
9. Do you have any suggestions regarding further input for learners?															
Learner Reception:															
10. How do your learners react to the following? (1 negative ...3 indifferent.... 5 positive) i) ELP: Passport ____ ii) ELP: Biography ____ iii) ELP: Dossier ____															
Final comments															
13. Do you have any further suggestions or comments for future ELP learner activities? please specify															

Thank you very much! Your feedback is really useful.

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**SECTION 2
ELP LEARNER ORIENTATION AND TRAINING
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Introduction

This section of the Manual gives advice about how to introduce the ELP to your learners in a positive way, and follow this through in a logical and consistent manner. The ideas, activities and worksheets used here have already been used with the ELP in a classroom context, and deal with the different sections of Passport, Biography and Dossier.

In order for ELP sessions to be fruitful and motivating for both learner and teacher, and to achieve the very valid aims of the ELP, it is important for both parties to feel confident with the document itself. **The activities in Section 3 of this Manual can help teachers with this aim, as can going through some of the learner activities (self-assessment, for example).**

Starting out well with the EAQUALS-ALTE ELP: Read this first!

At first glance, the ELP can seem rather bureaucratic and unwieldy for the busy language teacher. However, in the long run, it is in the interests of all language teachers and learners to familiarise themselves with the ELP since:

1. *It is a good way of encouraging learners to see the value of language learning – the ELPs look attractive and can be used for job and study applications*
2. *They help learners think about their learning aims in a practical, specific way and provide a framework for negotiating syllabus*
3. *They encourage learners to think about the inter-cultural features of learning and using a language*
4. *They are based on the Common European Framework, so provide a standardised way of assessing progress, achievement and proficiency that can be understood around Europe (and increasingly around the world, as exams and textbooks start to use the CEF levels*
5. *They encourage learners to learn several languages and give value to learning for themselves, outside the classroom context*

Frank Heyworth (Modern English Teacher July 2005)

It is important, therefore, to set off on the right foot, since if care is not taken with its presentation, learners sometimes fail to see the relevance that the ELP has to their own situation, which in turn can lead to teacher's reluctance to use it.

Whilst contemplating your ELP introduction, it is important to bear the following in mind:

- *An ELP belongs in the hands of the learner – he/she is considered to be the owner of his/her ELP.*, we can encourage and facilitate modes of ELP usage with our learners, but it is the learner's responsibility to make the final decisions regarding the ELP
- *An ELP documents and gives value to all language and (inter-)cultural competences and experiences* - and is not just for the language we happen to be teaching
- *An ELP promotes plurilingualism and multiculturalism*
- *An ELP helps to develop learner autonomy*

Peter Lenz (Morrow, ed. Oxford 2006)

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Your first ELP lesson:

Fostering a self-aware classroom environment for ELP introduction

As we mentioned in the Teacher Training section (see Self-assessment in the Language Classroom), in order for ELP lessons to be successful, motivating and fruitful, a positive attitude towards self-assessment is essential from the outset.

Easier said than done! Where do I go from here?

The following lesson plan aims to introduce ELP self-assessment to learners, creating the right classroom environment for using the Passport section of the ELP for the first time.

Lesson plan: Your first hands-on ELP lesson

Lesson aims:

1. To help learners understand the 5 skills divided into six levels in the Passport Self Assessment Grid
2. To introduce learners to ELP for the first time, clarifying use and application
3. To increase learners' confidence with self-assessment

Level: recommended A2 through to C2, adaptable if using language descriptors in L1 at a lower level

Materials:

- A data-projector connected to a computer that has an eELP already installed for demonstration purposes, computers for other learners where available. Photocopies are also sufficient for self-assessment tasks.
- Blank (or partially completed) self-assessment grid - enlarged to A3 size and laminated if possible - enough for one between two or three (p30)
- Cut out can-do level descriptor cards that learners can use to complete the grid. Make sure the skill (Reading, Writing etc) is on each of the cards. (p29)
- NB: up to B2 level use only the cards that go up to the level of your group and possibly one beyond:-
 - e.g. B2: all 30 cards but don't worry about difficulties with separating C1 and C2
 - B1: issue cards for A1-A2-B1-B2 only
 - A2: issue cards for A1-A2-B1 only
 - For A0 and A1 levels, consider using descriptors in L1.
- Examples of the completed grid (either in passport booklet, from eELP or photocopies p30).

Time: approx. 70 minutes not including follow-up tasks. Also divisible into two sessions, with the Self-Assessment Grid activity in the second session.

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Stage, timing & materials	Action	Aim
Lead-in: dictation 5mins	Teacher explains " <i>today we're going to focus on what we can do and how well we can do it in another language</i> ". Teacher dictates the following while learners write: I am good at... am excellent at... I am not so good at...	To introduce the theme of thinking about ones abilities (SELF ASSESSMENT)
Sentence completion 3mins Open class	Teacher asks learners to reflect on how they feel about the language they are learning. What are they good at? What do they have difficulty with? What do they enjoy? Put words on the board to help direct discussion: what about 'reading', 'writing', 'pronunciation', 'speaking', 'listening' and so on?	Introducing discussion of personal ability and preference in language learning.
Intro to CEFR levels open class 3mins	Teacher explains that no two people are the same as far as language learning is concerned. An 'effective language learner' needs to be aware of what she/he needs, where she/he is going and what she/he wants to improve. To be able to demonstrate this in a documented form is useful, from a personal development point of view, and also to be able to show it to 3 rd parties. <i>"This document (Hold up ELP or go to downloaded sample of eELP) can help you with this."</i>	To introduce the ELP
Demonstration of ELP 5mins	Teacher gives each learner a copy of the EAQUALS-ALTE ELP (paper version), or goes to already downloaded eELP (www.eELP.org) and writes European Language Portfolio on the board. " <i>What is a portfolio normally used for? (Ans: for demonstrating your work and ability to a 3rd party) The ELP is something similar, but gives you more than that</i> " The teacher asks learners to look through the ELP (electronic or paper) and elicits answers to the following: How many sections does it have? 3 What are their names? Passport; Biography; Dossier The teacher explains "we will look at each section separately" Who has it been developed by? Council of Europe - this one in particular by EAQUALS (both to give learners idea of European context and the fact that it is something that goes beyond the school walls)	Learners have a basic ELP orientation, looking at various sections

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Stage and timing	Action	Aim
Focus on Passport 2mins	Learners go to the Language Passport and look through. The teacher indicates the <u>Personal Language Profile</u> : <i>This is where you show your ability in all the languages you speak</i> " and the <u>Self-Assessment Grid</u> " <i>this helps you to describe your ability in globally recognised terms</i> ".	To focus on the Passport before the Self-Assessment Grid activity.
Self Assessment Grid activity – Whole process 30-35mins	Close the Passport for the time being. Teacher hands out one blank or partially completed Passport Self-Assessment Grid (p29) to groups of three. The teacher then gives each group a pack of 'can do' level descriptor cards for the missing squares (p30). Hint: Use only the descriptors that go up to and include the level of your learners.	Raising awareness of level descriptors.
Grid matching activity and discussion	Learners work in groups of three to discuss which descriptors are at a higher or lower level, placing the descriptor card at what they think is the most appropriate level. The teacher monitors and clarifies where necessary. Teachers must emphasise that it doesn't matter if they can't work out the correct position, it's the discussion that is important.	Interaction with SA Grid in Passport. Forcing learners to read the level descriptors and clarify meaning and concepts where necessary.
Checking	The teacher shows learners the complete self-assessment grid and asks them to check their results. Learners should feed back anything they disagree with or don't understand.	
Self-Assessment up to 7mins	Learners write down the 5 skills and individually assess themselves using the completed grid for each skill. This is easier with the eELP, since when the learner hovers over the grid with the mouse, the descriptors are given for each skill and level.	Self-assessment in 5 skills using SA grid
Profile of Language Skills (Passport) rough draft	Learners complete their Profile of Language Skills in the target language, either on paper or electronically. They will come back to verify this at a later stage. Reassure learners that it is perfectly normal to be at a different level for the different skills. If appropriate, lead a group discussion about the findings, finishing off with a discussion on how to improve different areas of language: reading outside the coursebook, practising listening on the internet, useful web sites etc. Some learners may not want to report back on their self-assessment in a group.	First-time use of the ELP
Homework	Learners reflect further on the level they have given themselves for each skill, changing what they have put in the Profile and assessing themselves in this way for any other foreign languages they speak	

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What next? Follow-up lesson 1

Follow up the above lesson with feedback regarding the homework task, even if the feedback only takes the form of an informal, 5 minute discussion.

- 1) Learners report back on their self-assessment on the 5 scales and discuss any difficulties encountered
- 2) Turn learners' attention to the more detailed descriptors in the Language Biography and ask them to go through the descriptors for their level – skill by skill – ticking the things that they think they can do, and setting their individual learning priorities. This will help learners to 'fine tune' their self-assessment in the profile. Learners could do this either in a lesson or at home. Follow this up the next time you meet your learners.
- 3) You could use this opportunity to highlight the other features of the Language Biography: the language learning history and intercultural experience sections. (these are very simple to complete in the electronic version)

Follow-up lesson 2

- 1) Learners report back on their findings in the Biography and share some of their priorities. **Teachers take note of these and aim to cover their learners' priorities in coming lessons.**
- 2) There will be some statements which are not clear in meaning to some learners, so be prepared to define their scope further, with examples.
- 3) Make a class poster of common learning goals taken from the Biographies and remind learners to tick off a can-do statement when they think they have achieved it. This will form the basis of future lessons.

To bear in mind when carrying out these activities:

- Be aware that some learners may find self-assessment daunting at first, and be sensitive about their reporting back on their levels in groups.
- Don't worry too much if a learner's self-assessment is wildly different to what you think it should be. You can guide learners through can-do statements with suitable activities (see next section).
- Make a note of any doubts or queries that may come up during these sessions – you may not be able to answer some questions on the spot, so allow yourself time for some reflection or research.
- Don't feel that all feedback must be positive (self-assessment can be a sensitive subject at first), nor that you must have all the answers.
- Make sure that learners realise that this document is something that they can look at and use for all the languages they learn and speak (apart from L1)
- Remind learners that the ELP is their own property and not tied to a school or course. It is meant to accompany the learner through lifelong language learning.

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WORKSHEET T4a

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening						
	Reading						
S P E A K I N G	Spoken Interaction						
	Spoken Production						
W R I T I N G	Writing						

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WORKSHEET T4b

EUROPEAN LEVELS - SELF ASSESSMENT GRID L= LISTENING, R= READING, SI =SPOKEN INTERACTION, SP =SPOKEN PRODUCTION, W =WRITING							
		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. L	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. L	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. L	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. L	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. L	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent. L
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. R	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. R	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. R	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. R	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. R	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. R
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. SI	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. SI	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). SI	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. SI	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers. SI	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. SI
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know. SP	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. SP	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. SP	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. SP	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. SP	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. SP
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. W	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something. W	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. W	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. W	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind. W	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. W

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ELP awareness throughout your course: recycling ELP themes with the Language Biography and Dossier

Incorporating the ELP into your course on a regular basis is a question of adaptation rather than changing what or how you teach.

In modern language classrooms, many of our objectives are the same as those of the ELP: we aim to help our learners become more independent and reflective in their learning, to encourage them to achieve meaningful goals and to give them confidence in their language learning, giving value to any step forward, no matter how small. Our learners are very often attending a course for tangible reasons that go beyond the language classroom - for work, or study, for example - and these practical and cultural needs should also be reflected in what we choose to teach. Indeed, if learners have selected priorities in their Language Biographies, these should be taken into consideration when planning lessons.

So, ultimately, using the ELP in a lesson is a question fitting it in with what we already do in order to provide learners with the opportunity to use a tool that demonstrates, documents and follows a language learner through their learning process – for all the languages they speak, not just the one that we happen to be teaching.

This part of the Manual looks at how to fit the ELP in with what you already do, or allow it to suggest ideas for lessons based on your learners' needs, through their selection of priorities in the can-do statements.

Lessons on the Language Biography Can-Do statement

Fitting the can-do statement to the lesson

The sample worksheets provided give examples of how you can fit a can-do statement into a lesson activity that can typically be found in course-books or resource books, or give you ideas as to how you can develop your own activities for lessons with a particular skill or language focus. With each lesson, the idea is to tell learners that they are going to practise activities, and then once the skill has been practised and developed successfully, to tick off the appropriate statement in the Biography.

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**Can-Do statement activities:
Guide to sample worksheets**

For each of these activities, write the can-do statement on the board at the beginning of the lesson and get learners to tick off the statement in the elp biography at the end.

Skills-based lessons:			
Worksheet reference & page:	Title:	Can-Do Statement	Level, Skill & Activity Type
L2a&b p34-35	The Life of a Famous Person	I can use the most important connecting words to indicate the chronological order of events	A2 Writing Group activity
<p>Materials: Cut up info strips for dictation exercise (L2a); Van Gogh biography (L2b) enough for one each.</p>			
<p>Stages:</p> <ol style="list-style-type: none"> 1. Groups of 3 or 4. Hand out strips (L2a). Explain to class that you will give each group some sentences about a famous person. <i>"You cannot read all at once but must listen to one person from the group dictating the sentence to the rest, who can write it down if they want to"</i>. When they have listened to all the sentences, they put up their hands to indicate when they work out who the famous person is. 2. Groups keep the info strips. Hand out Van Gogh text (L2b). Learners read the text and use the time words in the text to put the info strips into CHRONOLOGICAL ORDER. They can do this because of the chronological markers in the text (<i>first, then, after that etc.</i>) 3. Check chronological order. Collect in info strips. Ask learners to identify the words that helped them put things into order (<i>Today, in his lifetime, before, in 1886, after, then, eventually, finally, later</i>) The teacher writes them on the board 4. The teacher explains how these words can be used to give time sequence to a text and help readers understand the order in which things happen 5. Learners practise doing the same, either writing brief biography of another artist or about themselves for homework. 6. Tick off relevant can-do statement in the Language Biography 			

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Worksheet reference:	Title:	Can-Do Statement	Level, Skill & Activity Type
L3a&b p36-37	Written texts C1+	<p>- I can select a style appropriate to the reader in mind</p> <p>- I can recognise different stylistic means and appreciate and evaluate their function within a text</p> <p>All can-dos for writing at C2</p>	<p>- C1 Writing</p> <p>- C2 Reading</p> <p>Individual or group</p>

Materials: Copies of written texts - photocopy for each learner (L3a). For self-access, also copies of key (L3b).
Copies of writing can-do statements at C1/C2.

Notes: This works as a good lead-in to a process **writing lesson for high levels**, looking at appropriate register and vocabulary for different writing styles and practising reading for recognition of text types.

NB Follow up activities to this worksheet can be found in higher level coursebooks (e.g. for English: Headway Advanced, Objective Proficiency, Objective CAE)

Stages:

- 1) Ask learners how often they write in the target language, and what they would like to or need to be able to write. What difficulties do they encounter (spelling, grammar, vocabulary), and what are the differences between writing and speaking? Examples might be: you can correct yourself when you speak, you can see your interlocutor; when you write you create an impression and need to make sure that you communicate your intended meaning, writing allows you the time to think about what you want to say etc.
- 2) Turn learners' attention towards the can-do statements in the Language Biography for writing at both level C1 and C2: *What text types are mentioned?* (report, personal letter, formal letter, summary, article, research notes, review, narrative, business correspondence) *Can you write all of these in the target language? Do you need to be able to or would you like to? Which are your priorities?*
- 3) Explain that they are going to look at some text types from different sources. Hand out the worksheet. Learners read extracts and try to decide what the text is and who the target reader is. Then they discuss with another learner.
- 4) Check with answers. This leads into deciding which type of writing they are going to practise, and constructing a lesson based on planning for writing that kind of text (examples for English can be found in Proficiency Gold, Objective CAE, Focus on CAE)
- 5) Homework is to complete the writing task. Learners bring it to the next lesson, peer correct, and consider for inclusion in their Dossiers.

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Worksheet reference:	Title:	Can-Do Statement	Level, Skill & Activity Type
L4a&b p38-39	Eton questions and answers	- I can skim short texts and find relevant facts and information	- B1 Reading Individual or group

Materials: One copy of Eton Questions (L4a) and Eton Answers (L4b) between two.

Notes: This fits in well with lessons about schools and education. For English, it has been used in conjunction with the [Look Ahead Upper Intermediate Video](#) on *Schools and Rules* **and for practising 'must' and 'have to'** (see follow-up below).

Stages: Either following on from activities about different education systems, private schools v state, a video about schools, or input about modals of obligation and 'have to/ don't have to'

- 1) Tell learners that you are going to look at part of a web page for an unusual school. Elicit the kind of things you find on web pages – maybe you will get to 'frequently asked questions'(FAQs). If not, explain what FAQs are, and say that you are going to look at some for this school. This will be both to practise reading quickly to locate relevant information, and then in more detail to find more specific information.
- 2) Hand out copies of questions and answers and ask learners to work together to match the two parts
- 3) Once they have matched the questions and answers (which they generally do quite quickly – about 7 minutes), ask learners to read in more detail to understand what kind of school this is and why it is unusual.
- 4) Put the following on the board: (in English) To go to Eton you have to..., but you don't have to....; and so on
- 5) Sample answers: To go to Eton you have to be rich, but you don't have to be intelligent... and so on. This is quite an effective way of clarifying the difference in meaning between 'have to' and 'don't have to'.
- 6) Tick off relevant can-do statement in Language Biography
- 7) Homework: Learners write about their own experience of education or the education system in their country, with practice of have to/don't have to. They can also find another example of a school website or FAQs on the Internet.

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Cut up into strips for Van Gogh group dictation

WORKSHEET L2a

He was born in 1853.

He worked as a teacher.

He got a job as an art dealer.

He was a preacher.

He moved to Paris.

He went to the South of France.

He tried to kill his best friend.

He went into hospital.

He died in 1890.

He cut off part of his ear.

His paintings are worth millions of pounds

He was born in 1853.

He worked as a teacher.

He got a job as an art dealer.

He was a preacher.

He moved to Paris.

He went to the South of France.

He tried to kill his best friend.

He went into hospital.

He died in 1890.

He cut off part of his ear.

His paintings are worth millions of pounds



Vincent Van Gogh 1853-1890



Nobody has ever painted cornfields or sunflowers like Van Gogh. His paintings are full of colour and sunlight. Today his paintings are worth millions of pounds but in his lifetime he sold only one.

Van Gogh was born in Holland in 1853. He did not start painting until he was twenty-seven, ten years before he died. Before he became a painter, he was a teacher, an art dealer and a church preacher.

In 1886 he left Holland and joined his younger brother, Theo, who was working in Paris at the time. After two years in Paris, he moved to the warmer climate of Arles in the South of France, where he painted some of his most famous pictures.

Later, Van Gogh became mentally ill. During one of his fits of madness he attacked his friend the artist Paul Gauguin. After that, in another fit of madness, Van Gogh cut off his own ear with a razor. Eventually he went into a mental hospital but did not get better.

Finally, on Sunday 27th July 1890, in the small village of Auvers, north of Paris, Vincent Van Gogh took a gun, went into a cornfield and shot himself. His brother Theo found him and thirty-six hours later he died in his brother's arms. His last words were *'La tristesse durera'*: the sadness will continue.

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WORKSHEET L3a

Written Texts C1 + :

The following extracts are taken from written texts. Look at them and decide the function and register of the text and what kind of text it is (i.e. an account, supporting an argument, an academic essay etc.).

	Function, register, nature of text
Remakes are actually quite popular, perhaps because studios can make money by cashing in on previous successes, or because remakes allow older audiences to wallow in nostalgia.	
Soon after his seventieth birthday, Bert ran into a spot of bother with his next-door neighbour. He never told us exactly what had happened, just saying that it was a load of nonsense, all we knew was that he'd had what he had called a 'misunderstanding' with his neighbour, Mrs. Colly, and as a result, she had taken him to court.	
Most burglaries are committed by opportunist thieves. In two out of ten burglaries they don't even have to use force – they get in through an open door or window. Reduce the risk of burglary happening to you by making sure you've taken these simple precautions.	
Hands that do dishes are as soft as your face, with mild green Fairy Liquid.	
I have had a wide variety of experience in the IT field, working with various operating systems and programming language. I would now like to broaden my knowledge in this area and therefore feel that this kind of job would be suited both to my abilities and interests	
I've come here – to Cambridge University's Department of Applied Mathematics and Theoretical Physics, where Hawking holds the professorial chair once held by Isaac Newton – on the turn of the millennium to ask him what he thinks the future has in store for the human race.	
Toast is the staple diet of the undergraduate. Toast and possibly a kebab as a treat on a Friday. My student days opened up a whole new world of opportunity when it came to grilled bread and its many toppings. One of the most successful experimental sessions of those years led to me discovering the joys of Nutella and mashed bananas on toast.	
There are about 200 school leavers each year who should be given the best possible advice on their future careers. This means that they need well-presented, clear, up-to-date information on opportunities open to them.	
After chopping the parsley very finely, add in to the mixture and mix thoroughly – it should have a dough-like consistency. Then turn the mixture out onto a floured surface and form individual balls of a bout 2" in diameter.	
Invasion of Arabs 711. Across whole of Andalusia into Spain and Portugal Evidence of construction dating back to 711, but most visible pasts from 14 th c Architectural design demonstrates insecurity and instability in Arabic presence in Iberian pen.	

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WORKSHEET L3b

Key to Written Texts

Remakes are actually quite popular, perhaps because studios can make money by cashing in on previous successes, or because remakes allow older audiences to wallow in nostalgia.	<i>This comes from a magazine film review, introducing a new version of an old film, a 'remake'. It uses language specific to the genre, such as 'remake' 'audience' and 'studios' and also phrasal verbs such as 'cash in on' and 'wallow in' make the text typical of this type of writing.</i>
Soon after his seventieth birthday, Bert ran into a spot of bother with his next-door neighbour. He never told us exactly what had happened, just saying that it was a load of nonsense, all we knew was that he'd had what he had called a 'misunderstanding' with his neighbour, Mrs. Colly, and as a result, she had taken him to court.	<i>This one is the opening paragraph of a story. It is written in the first person and uses narrative tenses and reported speech. The aim of this part is to arouse the reader's interest – what could the 'spot of bother' have been?</i>
Most burglaries are committed by opportunist thieves. In two out of ten burglaries they don't even have to use force – they get in through an open door or window. Reduce the risk of burglary happening to you by making sure you've taken these simple precautions.	<i>This is taken from a police security information leaflet: uses imperatives, speaks directly to the reader and is about to list the 'simple precautions'</i>
Hands that do dishes are as soft as your face, with mild green Fairy Liquid.	<i>Typical advertising language, missing out words and using rhythmical language to create something memorable</i>
I have had a wide variety of experience in the IT field, working with various operating systems and programming language. I would now like to broaden my knowledge in this area and therefore feel that this kind of job would be suited both to my abilities and interests	<i>A covering letter of application: using typical language for a formal letter of this kind 'I would like', 'therefore feel that': avoiding direct statements, but nevertheless to the point using stock phrases</i>
I've come here – to Cambridge University's Department of Applied Mathematics and Theoretical Physics, where Hawking holds the professorial chair once held by Isaac Newton – on the turn of the millennium to ask him what he thinks the future has in store for the human race.	<i>Introduction to an interview – could be both spoken and written</i>
Toast is the staple diet of the undergraduate. Toast and possibly a kebab as a treat on a Friday. My student days opened up a whole new world of opportunity when it came to grilled bread and its many toppings. One of the most successful experimental sessions of those years led to me discovering the joys of Nutella and mashed bananas on toast.	<i>Trick question: this is an article about Nutella! Introduction that then goes on to recount the history of Nutella: a 'kitchen classic'.</i>
There are about 200 school leavers each year who should be given the best possible advice on their future careers. This means that they need well-presented, clear, up-to-date information on opportunities open to them.	<i>A proposal or report, aimed at putting forward ideas for careers advice. The tone is factual, and first person opinion doesn't come into it.</i>
After chopping the parsley very finely, add in to the mixture and mix thoroughly – it should have a dough-like consistency. Then turn the mixture out onto a floured surface and form individual balls of a bout 2" in diameter.	<i>A recipe, using all the typical staging language and imperatives that a recipe always uses.</i>
The Alhambra Invasion of Arabs 711. Across whole of Andalusia into Spain and Portugal Evidence of construction dating back to 711, but most visible parts from 14 th c Architectural design demonstrates insecurity and instability in Arabic presence in Iberian pen.	<i>Lecture notes written in short form, only for personal reference and not intended for others. Maybe written in order to reproduce at a later date.</i>

Eton College Home Page

Frequently asked questions

Look at the questions that have been taken from the FAQ section of the Eton College website www.etoncollege.co.uk

Match them to their answers – don't worry if you don't know all the words, you can often understand meaning from the context!

Can I visit Eton?

Do they still wear 'old-fashioned' uniform?

Does Eton have a sister school?

Does Eton take girls?

How does the British educational system work?

How much does it cost?

How old is the School?

Is Eton College part of Cambridge University?

Is it true that Eton 'closes down' at the weekend?

What is a 'half'?

What is the 'Eton Group' of schools?

What is the School's postal address?

What sort of school is Eton?

Where can I find out what's happening at Eton?

Where can I find the Eton Boating Song?

Where is Eton?



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WORKSHEET L4b

Eton College FAQs: The Answers

- 1) About 20 miles west of central London, on the River Thames near Windsor.
- 2) Of course.
- 3) Eton College was founded by King Henry VI in 1440.
- 4) Eton College is an independent, fee-charging, boys-only boarding school for approximately 1,290 pupils between the ages of 13 and 18. It is a Public School in the English sense and a Private School in the American sense. All the boys are accommodated in Boarding Houses on the school site.
- 5) No, but there is an historical link between Eton and King's College Cambridge
- 6) Click [here](#) to visit the Government's *Department for Education and Skills* website.
- 7) No. Some schools are co-educational, some are boys-only, and others are girls-only. Eton is a school for boys only The Independent Schools Council Information Service has information about girls' schools. (Eton regrets that it cannot give advice about girls' schools.)
- 8) Eton does not have formal links with any girls' schools, although Etonians naturally enjoy social contacts with girls from other schools.
- 9) No it is not! There are lessons and games on Saturdays, and Chapel services and much else on Sundays. Click [here](#) to find out about weekends at Eton.
- 10) Yes. Here is a photograph of a boy wearing the school uniform. Masters also wear a form of School Dress.
- 11) The fees from September 2004 are £22,380 (approximately US\$41,000 or €33000) per year for accommodation + tuition, but there are some 'Extras'.
- 12) School terms at Eton are called 'halves'. There are three per year: the Michaelmas Half (September–December), the Lent Half (January–March), and the Summer Half (April–June or July). Click [here](#) for dates of future halves, and [here](#) for a glossary of Eton expressions.
- 13) Click [here](#) for the News page, and [here](#) for the Eton Diary.
- 14) Click [here](#) for the Boating Song page, with audible music and the words and printed music in downloadable form. Click [here](#) for the School Song (which is different), and [here](#) for the Vale.
- 15) The Eton Group consists of twelve schools (Eton, Bryanston, Dulwich College, Highgate, King's College School Wimbledon, King's Canterbury, Marlborough College, St Paul's, Sherborne, Tonbridge, University College School Hampstead, and Westminster). Heads of the academic departments meet annually in rotation to discuss curriculum matters of common interest.
- 16) Eton College, WINDSOR SL4 6DW, England.

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ELP awareness throughout the course: Intercultural awareness and Linguistic Diversity

One of the central aims of the ELP is to help learners reflect on and improve their intercultural awareness. As Frank Heyworth states:

“Knowing a language needs more than just grammar and vocabulary. It involves knowing what language is appropriate for use in a given situation...and how appropriacy differs from one culture to another – (intercultural competence). The CEF suggests that, in order to do this well, learners need to develop concepts of cultural differences, and attitudes of linguistic tolerance and respect” (F Heyworth in Morrow K ed. 2004 *Insights from the Common European Framework*. Oxford University Press)

The ELP does not list the various attributes that make up ‘intercultural competence’, although it is discussed in the CEFR. In the current EAQUALS-ALTE ELP, the intercultural elements are the ‘intercultural learning experiences’ sections, and tables for demonstrating periods spent in other countries. However, these sections can be used as a starting point for reflection on why the learner is learning other languages and what other cultural or linguistic experiences have enhanced this, thinking about how experience has informed ideas or concepts of countries where the language is spoken.

There are many opportunities for the language teacher to bring intercultural themes into the language classroom. In many schools, groups are made up of diverse nationalities and a variety of first languages – something to be exploited as an invaluable resource. Moreover, activities or lessons based on other cultures and linguistic diversity do not need to be based on the language currently being learned, but on any language that the learner has had contact with and any intercultural experience, no matter how small. Giving value to linguistic diversity and intercultural competence in lessons has the effect of creating an open attitude to ‘otherness’, and seeing ‘difference’ as an opportunity to learn something new. Such an attitude is also very conducive to learning.

This section gives a few suggestions for short in-class activities or games that can be a starting point for intercultural awareness in the classroom. Any time during the course is appropriate for using these activities – although if you teach a year-round course, the European Day of Languages on 26th September is a great opportunity for celebrating linguistic and cultural diversity. Teachers can find further information about the European Day of Languages at www.ecml.at/edl, the site for the European Centre for Modern Languages in Graz, and there are some samples of the materials they can provide in this section (see ‘what languages can I speak?’) For further suggestions regarding intercultural lessons, there is a very useful document by Chris Rose on the British Council’s Teaching English website (the article refers to all cultures, not only English). For this article, go to www.teachingenglish.org.uk/think/methodology/intercultural1.shtml.

Chris Rose lists the skills that contribute to intercultural competence and underlines how these are often very much a part of a language lesson – we just need to make the intercultural element in them explicit:

- Observing, identifying and recognising
- Comparing and contrasting
- Negotiating meaning
- Dealing with or tolerating ambiguity
- Effectively interpreting messages
- Limiting the possibility of misinterpretation
- defending one’s own point of view while acknowledging the legitimacy of others
- accepting difference

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This list is not the only one of its kind, and is neither exhaustive nor prescriptive, but it is useful for teachers to think about when planning lessons.

Other ideas for intercultural project work, writing text for the 'intercultural experience' section in the Biography, or doing work for the Dossier, are included below and in the guide to the worksheets. It is also worth bearing in mind that many coursebooks use international themes. These can also easily be exploited in such a way that provides rich and varied learning experiences that reach well beyond the limits of the classroom into the outside world – one of the central aims of the ELP.

Intercultural Ideas

Here are some ideas for intercultural projects and writing:

- **Write about your experience of learning a foreign language:** from when you started to the present day, what motivates you, and what interests you about the culture which the language represents. How do you feel when you speak the language? Do you feel different?
- **Think of an intercultural experience you have had, and talk about it.** This could be anything, from reading books or watching a film by foreign writer or director, a time when you met a person from another country, or visits to places that are different from what you are used to. This could relate to **any** language, not just the language you are learning.
- **Write a description of your perception of different nationalities or language groups** as you see them, the similarities, the differences, what we can learn from one another etc.
- **Think about how other people perceive your culture** what are the typical stereotypes – are these justified? What is your opinion of your country and compatriots?
- **Research two or three countries** and compare and contrast them, focusing on culture, education, family and working life and so on.
- **Find out more about famous people** that come from other countries, maybe a favourite actor, historical figure, writer and so on.
- **Compile an international CD** and say why you've chosen the songs.
- **Make classroom posters** illustrating the results of all your research.

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ELP awareness throughout the course: Activities involving Intercultural Themes and Linguistic Diversity

The following table contains suggestions for in- and out-of-class activity ideas and games for raising intercultural awareness and celebrating linguistic diversity.

Activities with an * have accompanying worksheets - the others are suggestions for teachers to build on using other useful resources that you may have in your teacher's room.

It would be very appropriate to use this theme around the time of the European Day of Languages on 26th September: turn learners to www.ecml.at/edl for more information

Worksheet reference	CEFR level	Title	Activity
	0	The words I already know ELP focus: Giving value to any level of language, no matter how limited	Learners write the alphabet on a piece of paper and then brainstorm all the words they already know in the target language, without worrying about the spelling. In the case of English, many words are international (taxi, hotel, burger etc.) and this is a confidence booster for absolute beginners. Then, teachers go through the words with spelling etc. and practise the alphabet and its pronunciation.
	A1 and up	As an introductory task: Languages I can speak* (See EDL stickers worksheet containing 'Talk to me' in different languages www.ecml.at/edl) ELP focus: linguistic diversity and link to Language Passport	<ul style="list-style-type: none"> Teachers find out how many other languages the learners can speak - brainstorming words to the board. Could even do simply 'Hello' in other languages (<i>This provides practice of words such as 'French, Spanish etc. and can/can't</i>). Which languages would they like to be able to speak and why? As a follow-up, teachers could use maps to locate where the languages are spoken, extending the activities to make posters or displays about different countries. Try finding more information at www.wikipedia.org
L5a&b p43-44	A2 up	English from all over the World * ELP focus: raising awareness of linguistic diversity within a language itself	<ul style="list-style-type: none"> Learners work together to guess the origin of the words in the worksheet. Depending on level, learners practice words for languages and nationalities. Interesting discussions regarding why this was chosen can take place at higher levels. Check the answers with teacher (or answer sheet), with reference to Internet or Languages Map in <i>The Cambridge Encyclopaedia of the English Language</i> (Crystal, Cambridge 1997)
	A2 and up	Amazing facts ELP focus: Raising Intercultural Awareness	Making international comparisons in order to explain international work and social culture. From Business Communication Games (OUP 1996)
L6 p45	B1 and up	Language Learning in Europe ELP focus: Languages and Learning	An information sheet that could be adapted to activities such as a running dictation, for number practice etc.
	B1-2	How other people live ELP focus: Other cultures and ways of being	Worksheet from <i>Reward Upper Intermediate</i> resource pack which compares the lifestyles of families in different parts of the world. Good for summarising information, question forms, reading and comparatives. Facts and figures about different countries can be found at the BBC: www.bbc.co.uk type in 'country profile' and country name into search engine.



English from all over the world

English is a vast language made up of 'borrowed' words from many other languages. 'Pasta', 'chocolate', 'marzipan', 'igloo' all originate from other languages. Where do you think the following words come from?

Word	Language the word originates from
barbecue	
tattoo	
koala	
karate	
coffee	
zero	
safari	
saga	
penguin	
catastrophe	
mosquito	
cravat	
fiasco	
llama	
piranha	
sauna	
anatomy	
cruise	
shampoo	
tea	

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WORKSHEET L5b



English from all over the world

English is a vast language made up of 'borrowed' words from many other languages. 'Pasta', 'chocolate', 'marzipan', 'igloo' all originate from other languages. Where do you think the following words might come from?

Word	Language the word originates from
barbecue	Native Cuban
tattoo	Polynesain
koala	Aborigine
karate	Japanese
coffee	Turkish
zero	Arabic
safari	from Africa
saga	Icelandic
penguin	Welsh
catastrophe	Greek
mosquito	Spanish
cravat	Serbo-Croat
fiasco	Italian
llama	Inca
piranha	Portuguese
sauna	Finnish
anatomy	French
cruise	Dutch
shampoo	from India
tea	Chinese

Learning languages in Europe

A language survey was carried out in Europe in December 2000. More than 15,900 people gave their views on and experiences with languages. The results of the survey were interesting and often surprising. Before you read the following information, see if you can guess the answers to these questions.

What percentage of Europeans can speak more than one language?
Which is the most common mother tongue in Europe?
How important is learning another language for today's children?
How important is English considered to be?
Which European country has the highest level of English?
What percentage of Europeans speak Italian as a foreign language?
What are the main reasons for learning English?

- **53% of Europeans say that they can speak one European language in addition to their mother tongue.**
 - The language most commonly spoken as a second language was English (56%), followed by French (35%) and German (34%).
 - Interestingly, the most common mother tongue in Europe is German (23.3%). 15.9% of Europeans have English as a mother tongue.
- 93% of the parents interviewed said that they think learning languages is important for their children, with English being the most popular.
- In Sweden, 88% of the people interviewed thought that their level of English was 'very good'.
- In Europe, the languages considered most useful to know are English and German and only 3% speak Italian as a foreign language.
- Perhaps not surprisingly, almost all the people interviewed said that they thought learning other languages was useful, for holidays abroad, personal satisfaction, improved career prospects or for use at work. Lack of time was a reason given for not learning a language and many people said that they found language learning difficult and that this discouraged them.

And finally...

It is estimated that more than half the world population will be 'competent' in English by 2050. But it is likely that this new form of 'World Speak' will be very different from the language we use now.

Sources:

'Europeans and Languages', a survey carried out by the Council of Europe
The BBC world service website: www.bbc.co.uk/worldservice

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ELP awareness throughout the course: using the Dossier

Just as with an artist's portfolio, the ELP Dossier is the place where a learner can demonstrate his or her ability in another language, giving evidence that backs up his or her self-assessment in the Biography and Passport sections. The aim of the Dossier is two-fold: it helps the learner reflect on his or her progress, a central part of self-assessment, and it also provides the learner with an opportunity to demonstrate what she/he can do in other languages with other people, such as in schools or for work.

Using the Dossier is therefore a logical third step with ELP use in class, and including work that arises from can-do statement activities mentioned in the previous section is a good idea. For example, if a learner practises his or her ability to give a presentation, he could include the power point presentation and a recording or audio clip of the presentation itself in the Dossier. Written tasks that have been particularly well done could also be included or uploaded.

It is important to emphasise that the decision as to what to put in the Dossier lies with the learner. However, teachers can help learners with their selection, and encourage learners to look at their work critically, helping them choose something that best represents their ability. It is important that the work included in the Dossier is a good reflection of what a learner can do. It is also a good idea to make sure that the Dossier is kept up to date and that (unless a learner wants a chronological record of his or her progress) old work that no longer reflects a learner's ability is removed and replaced with something more recent.

In order to keep track of what is in the Dossier, the EAQUALS-ALTE ELP provides a form that learners can complete with details of the documents included, when they were produced, and whether they have been corrected by a teacher, done as 'joint work' with other learners, or done individually. The electronic ELP (www.eelp.org) allows documents to be scanned in and uploaded from a PC. There is also the possibility to include electronic media such as sound or video files.

The introduction to the Dossier in the EAQUALS-ALTE ELP gives a number of suggestions as to what can be put in the Dossier. This includes:

- examples of good written work, and audio/visual recordings or other electronic media
- descriptions and results of project work
- scanned documents, diplomas, certificates
- course descriptions
- the learner's reflections on language learning process
- reports from other learners or teachers
- statements from others about the learner's language skills
- things the learner would like to keep to show others

The teacher's role is to:

- to create opportunities for language production, whether it is written or spoken. Ideas for this can be taken straight from the Biography and developed.
- to encourage revision, self-monitoring, and to help learners recognise their 'favourite mistakes'
- to give examples of what could be put in the Dossier, checking that it is kept up to date and that old work is taken out
- to cultivate a positive, self-critical attitude in learners regarding their selection of work, so that only the best is chosen for the Dossier, making the Dossier something to be proud of.

The Dossier can be seen as the 'finishing touch' to the ELP. Indeed, a well-presented Dossier containing a learner's best work and any certificates gained through language learning, together with a clear and accurate self-assessment, makes the ELP a truly meaningful and, useful document that learners can take out of the classroom into the world of work and education.

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Bibliography and suggested reading

General Reading

Council of Europe 2001. *The Common European Framework of Reference for Languages: Learning, Teaching Assessment*, Cambridge University Press 2001

(This document is also available as a free PDF file to download at www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

Heyworth H. and R. Blakey 2005. 'Languages for everyone: The European Language Portfolio' article in *Modern English Teacher* vol 14 No 3 pp 44-50

Little D. and R. Perclová. 2001 *The European Language Portfolio: a guide for teachers and teacher trainers* (Council of Europe, Strasbourg)

(Download this document in PDF format at

www.coe.int/T/DG4/Portfolio/documents/ELPguide_teacherstrainers.pdf)

Morrow, K (ed). 2004 *Insights from the Common European Framework* (Oxford University Press)

Useful websites for ELP information

www.eaquals.org for information regarding EAQUALS-ALTE ELP and EAQUALS in general
www.eELP.org for downloadable electronic version of EAQUALS-ALTE ELP
www.ecml.at for the European Centre for Modern Languages in Graz, who also manage
www.ecml.at/edl the official European Day of Languages site
www.coe.int the official Council of Europe portal

Sources for activity materials

Capel A. and W Sharp *Objective FCE* (CUP)

Capel A. and W Sharp *Objective CAE* (CUP)

Capel A. and W Sharp *Objective Proficiency* (CUP)

Crystal, D *The Cambridge Encyclopaedia of the English Language* (Cambridge University Press)

Hadfield, C. and J Hadfield *Reading Games* (Longman ELT)

Hadfield C. and J Hadfield *Elementary Communication Games* (Longman ELT)

Newbrook J. and J Wilson *New Proficiency Gold* (Longman ELT)

Oxenden C. and P Seligson *English File 1* (Oxford University Press)

Soars L. and J. Soars *New Headway Advanced* (OUP)

Walcyn Jones P. *Pair Work 1* (Penguin)

Website references mentioned in activities

www.all-languages.org.uk UK-based website for Euroquiz and other language learning information
www.bbc.co.uk type in 'country profile' for information about other countries and cultures
www.wikipedia.com on-line encyclopaedia, among other things
www.teachingenglish.org.uk British Council and BBC website containing articles about intercultural awareness and many other interesting topics and lesson ideas for all languages, not just English
www.etoncollege.co.uk for Eton college worksheet information